



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
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COMBINED SCIENCE

0653/52

Paper 5 Practical Test

October/November 2015

1 hour 30 minutes

Candidates answer on the Question Paper.

Additional Materials: As listed in the Confidential Instructions.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Electronic calculators may be used.

You may lose marks if you do not show your working or if you do not use appropriate units.

Notes for Use in Qualitative Analysis for this paper are printed on page 8.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
1	
2	
3	
Total	

This document consists of **8** printed pages.

1 You are going to carry out some tests to determine the food groups present in rice and milk. You are provided with Benedict's solution and iodine solution.

(a) Complete the second row of Table 1.1 to show which food group each test identifies. [2]

- (b) • Label two test-tubes, **A** and **B**. Place about 10 grains of the rice in test-tube **A** and about 1 cm depth of milk in test-tube **B**.
- Dry rice grains should be placed in the bottom of the test-tube and should not be shaken during the test. Look for a colour forming around the grains.
 - Filling the test-tube to 1 cm depth with the milk or rice will be sufficient for testing each time.

Carry out Benedict's test on both the milk and rice. Record your results in the second column of Table 1.1.

Repeat the procedure using clean test-tubes for the iodine test. Record your observations in the third column of Table 1.1. [3]

Table 1.1

reagent	Benedict's test	iodine test	food group(s) present
food group tested for			
colour obtained with milk			
colour obtained with rice			

(c) Use your results from (b) to complete the final column of Table 1.1 to indicate the food groups present in the milk and rice. [2]

(d) (i) The presence of fats in food can be tested by rubbing the food onto brown paper. If there is fat present it leaves a translucent mark on the paper.

Describe another way to test for fats in food.

.....
, [2]

(ii) State what is observed if the result of the test in (d)(i) is positive.

..... [1]

Please turn over for Question 2.

2 Solid **P** is a calcium salt. You are going to carry out tests on solid **P** and identify some products of its reactions.

(a) • **Remove the stopper** from the hard-glass test-tube containing solid **P** for (a).

- Heat strongly for 2 minutes and hold a lighted splint at the mouth of the test-tube while heating.
- Leave to cool and keep the remaining solid for testing in (d). This is solid **R**.
- Record your observations.

observations

.....

..... [2]

(b) • Place half a spatula full of solid **P** for (b) in a test-tube and add about 5 cm³ nitric acid. Gently heat the test-tube and hold pieces of damp red and blue litmus paper in the mouth of the test-tube, being careful not to touch the sides of the test-tube with the paper.

- Stop heating if the mixture starts to boil.
- Record your observations and a conclusion.

observations

.....

.....

conclusion

.....

..... [3]

- (c) The reaction between **P** for (b) and nitric acid in (b) produces two compounds. These are a different calcium salt and compound **Q**.

You are provided with a solution of **Q** in distilled water.

To 5 cm³ of solution **Q**, add a spatula full of calcium carbonate powder.

Record your observations and conclusions about solution **Q**.

observations

.....

conclusions

..... [2]

- (d) (i) When the remaining solid from (a), compound **R**, has cooled, add hydrochloric acid and test any gas produced by passing it through limewater.

Record your observations.

observations

.....

..... [2]

- (ii) Suggest an identity for compound **R**.

compound **R** is [1]

- 3 You are going to measure the resistance of a power source.

The circuit shown in Fig. 3.1 has been set up for you.

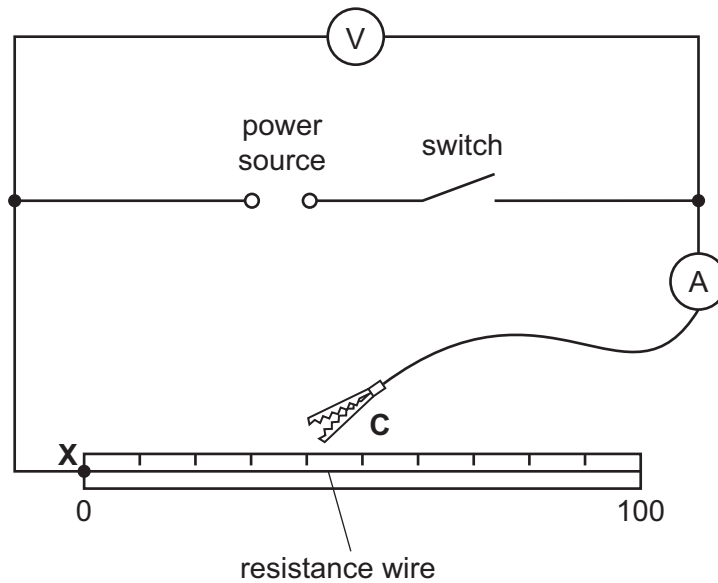


Fig. 3.1

- (a) (i) Close the switch and connect the crocodile clip C to the resistance wire at a distance d of 15.0 cm from end X. Record in Table 3.1 the current I flowing through the wire and the potential difference V .

Switch off the circuit.

[2]

Table 3.1

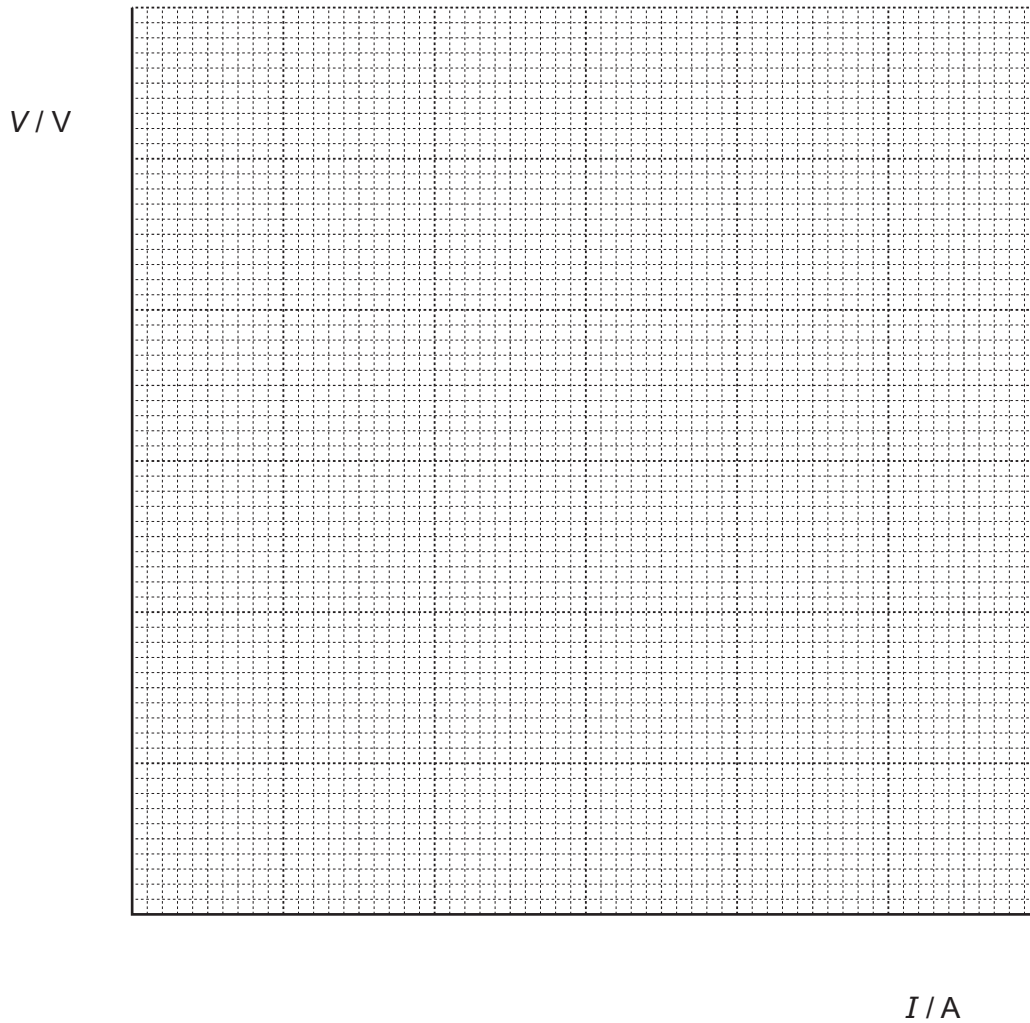
distance d /cm	current I /A	potential difference V /V
15.0		
20.0		
25.0		
40.0		
60.0		
100.0		

- (ii) Repeat (a)(i) for values of d of 20.0 cm, 25.0 cm, 40.0 cm, 60.0 cm and 100.0 cm.

Record in Table 3.1 your values of I and V for each d . Remember to switch off between readings.

[2]

- (b) Plot a graph of V (vertical axis) against I . Draw the best-fit straight line. You do not need to start your graph at (0, 0).



[3]

- (c) Calculate the gradient of your line.

Show all working and indicate on your graph the values you chose to enable the gradient to be calculated.

gradient = [2]

- (d) The positive value of the gradient of your line is equal to the resistance of the power source. Write down the resistance of the power source to an appropriate number of significant figures.

resistance of power source = Ω [1]

NOTES FOR USE IN QUALITATIVE ANALYSIS

Test for anions

<i>anion</i>	<i>test</i>	<i>test result</i>
carbonate (CO_3^{2-})	add dilute acid	effervescence, carbon dioxide produced
chloride (Cl^-) [in solution]	acidify with dilute nitric acid, then add aqueous silver nitrate	white ppt.
nitrate (NO_3^-) [in solution]	add aqueous sodium hydroxide then aluminium foil; warm carefully	ammonia produced
sulfate (SO_4^{2-}) [in solution]	acidify then add aqueous barium chloride <i>or</i> aqueous barium nitrate	white ppt.

Test for aqueous cations

<i>cation</i>	<i>effect of aqueous sodium hydroxide</i>	<i>effect of aqueous ammonia</i>
ammonium (NH_4^+)	ammonia produced on warming	-
copper(II) (Cu^{2+})	light blue ppt., insoluble in excess	light blue ppt., soluble in excess giving a dark blue solution
iron(II) (Fe^{2+})	green ppt., insoluble in excess	green ppt., insoluble in excess
iron(III) (Fe^{3+})	red-brown ppt., insoluble in excess	red-brown ppt., insoluble in excess
zinc (Zn^{2+})	white ppt., soluble in excess giving a colourless solution	white ppt., soluble in excess giving a colourless solution

Test for gases

<i>gas</i>	<i>test and test results</i>
ammonia (NH_3)	turns damp red litmus paper blue
carbon dioxide (CO_2)	turns limewater milky
chlorine (Cl_2)	bleaches damp litmus paper
hydrogen (H_2)	"pops" with a lighted splint
oxygen (O_2)	relights a glowing splint

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